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GRAMMAR**
Communication in Action

Bronze Level

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W **Prentice Hall**
RITING and
G **GRAMMAR**
Communication in Action

Bronze Level

**Academic and
Workplace Skills
Activity Book**



Upper Saddle River, New Jersey
Glenview, Illinois
Needham, Massachusetts

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28.1**Informal Speaking Skills**

Speaking in Class Discussions Develop confidence about participating in class through preparation and practice.

TAKING PART IN CLASSROOM DISCUSSIONS

1. Set goals for your participation.
2. Do extra reading on the topic you are studying.
3. Plan what you might say prior to the discussion.
4. Raise your hand and volunteer to contribute.
5. Follow the directions carefully.
6. Observe methods used by others.

Giving Directions When giving directions, be as clear and accurate as possible in your language. Do not confuse your listeners by using vague, overly general statements.

GIVING DIRECTIONS

1. Think through the directions carefully.
2. Speak slowly.
3. Choose your words carefully.
4. Use short sentences.
5. Remember to give the most important details.

Making Introductions Introduce people by their full names and tell something of interest about them.

Exercise 1 **Preparing for a Classroom Discussion.** Prepare for an upcoming classroom discussion by answering the questions below.

1. What goals have you set for your participation? _____
2. What extra reading could you do so that you will have something of special interest to say? _____
3. What points might you be able to make? _____
4. How should you go about contributing to the discussion? _____
5. How will you know when it is a good time for you to contribute? _____

Exercise 2 **Giving Directions.** Using the space provided below, write clear and accurate directions describing how to get to your house from another town several miles away.

28.1**Formal Speaking Skills**

Planning Your Speech Choose a subject that you know or like in order to interest your audience. Then, outline your speech and prepare note cards to assist you when you deliver your speech.

PLANNING A SPEECH

Choose a topic.
Gather necessary information.
Organize the information into an outline.
Prepare note cards.

Exercise 1

Choose a Topic. Choose a speech topic that will interest each type of audience listed below.

EXAMPLE: Sports fans The rise in professional athletes' salaries

AUDIENCE**TOPIC**

1. Middle school students
2. Artists
3. Scientists
4. History teachers
5. Computer experts
6. Jazz enthusiasts
7. Local taxpayers
8. Writers
9. Army officers
10. Young children

Exercise 2

Planning a Speech. Complete the activities below.

1. Choose the kind of speech you want to give. _____
2. Choose an appropriate topic. _____

3. Gather the information you will need in order to give your speech, and take notes.
4. On a separate sheet of paper, write an outline that presents in a logical manner the information you gathered in step 3.
5. Prepare note cards to use in delivering your speech.

Delivering a Speech

Delivering Your Speech

Practice your speech to gain confidence.

DELIVERING A SPEECH

1. Do not read to your audience.
2. Pronounce your words clearly.
3. Be aware of nonverbal language, such as your movements, posture, facial expressions, and gestures, while you practice and deliver your speech.
4. Stay within the time limit you were given for your speech.
5. Be prepared to answer questions from your audience.

When delivering a speech, you'll feel more comfortable knowing how to begin and how to end. After you have made your outline and prepared your note cards, write out your introduction and conclusion.

Exercise 1

Introducing and Concluding Your Speech. On a separate sheet of paper, draft an introduction and conclusion for your speech. Revise these. Then, write your final drafts on the lines

Introduction

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Conclusion

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

28.1

Self-Assessment of a Speech

Evaluating Your Speaking Skills When you speak before a group, your goal is to present information to your listeners in an interesting and effective way. When you give a speech, you usually want your words to persuade your listeners to believe or do something. Use this sheet to evaluate your attitudes, speaking skills, and performance.

Exercise 1 Evaluating Yourself. For items 1–4, circle the word that best applies to your speaking habits and techniques.

1. I plan what I'm going to say before I begin to speak. never occasionally always
2. I speak in a clear, confident voice. never occasionally always
3. I use language and gestures that are appropriate to the occasion, audience, and purpose. never occasionally always
4. I engage listeners by making eye contact. never occasionally always
5. I prepare to give a speech in the following ways (check the items that apply):

_____ I do the necessary research to speak intelligently on my topic.

_____ I consider my audience and purpose when choosing anecdotes, facts, details, and quotes to include in my speech.

_____ I organize my ideas in a way that will be easy to follow.

_____ I decide on an appropriate opening statement, quotation, joke, or anecdote that will “hook” listeners.

_____ I rehearse my speech to improve my performance.

6. My strongest skill as a speaker is _____

7. I recently gave a speech on _____

8. The best part of my speech was _____

9. The part that listeners seemed to like best was _____

10. If I were to give that speech again, I would make it better by _____

28.1**Listening Effectively**

Prepare yourself to listen by giving the speaker your complete attention. While you are listening to a speaker, identify and remember the main points and major details. After the speaker has finished, evaluate your own success as an active listener.

Exercise 1 **Preparing Yourself to Listen.** Answer the questions below.

1. What is the difference between hearing and listening? _____

2. Why is it important to concentrate on the speaker? _____

3. Why should you have a paper and pencil with you when someone speaks? _____

4. Why is it helpful to find out in advance what topic will be discussed? _____

5. How can your physical condition affect your ability to pay attention? _____

Exercise 2 **Evaluating Your Listening Skills.** Active listening is an important part of the learning experience. Make a check next to each statement that applies to you. This will help you to evaluate your success as an active listener.

Listening Skills	Always	Sometimes	Seldom	Never
1. I think about what the speaker is saying and recognize the main points.				
2. I am polite. I do not interrupt or cause any kind of disturbance.				
3. I concentrate on the words, especially toward the middle of the presentation when I might tend to become distracted.				
4. I ask questions whenever I don't understand something.				
5. I take notes when appropriate.				

28.2**Interpreting Maps and Graphs**

Reading Maps Maps are not only used to study history and geography. They can also help you plan a trip, understand current events, or find out about the weather. The following three steps will help you interpret maps:

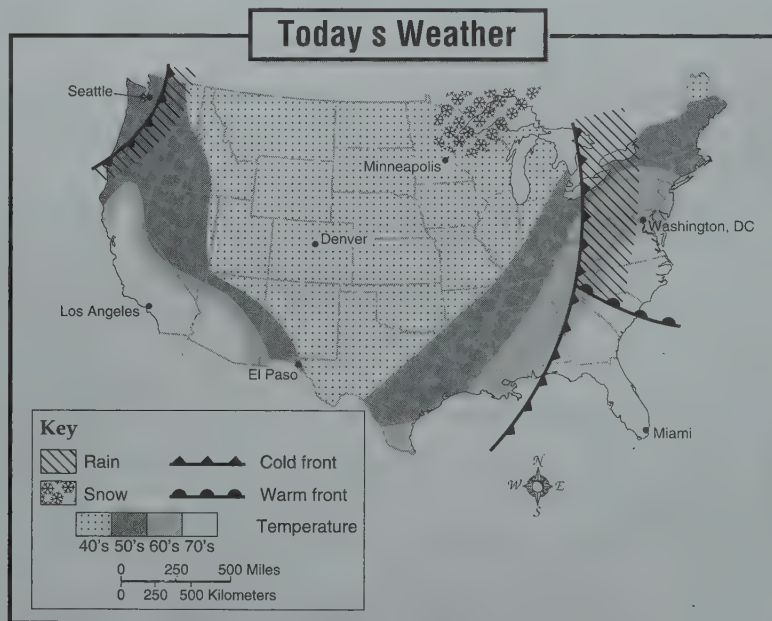
1. Identify the topic of the map. The title will tell you the subject of the map. The key explains the meanings of the map's symbols and colors.
2. Look at a map's scale to determine distances between places. The scale shows you how many inches on the map equal how many actual miles or kilometers.
3. Study the directional arrow to identify north, south, east, and west on a map.

Reading Graphs Graphs present statistics, or number facts, in a visual way. A line graph can show you at a glance how statistics change over time, from the population of the world to your batting average. The following four steps will help you interpret line graphs:

1. Use the title to identify the subject of the graph. The source line will tell you where the information was found.
2. Study the labels on the graph. The horizontal (side-to-side) axis usually tells you the time period covered by the graph. The vertical (up-and-down) axis tells you what is being measured.
3. To read the information on the graph, line up the points on the graph with the horizontal and vertical axes to determine how much of something there was at a given time.
4. Draw conclusions about the information presented on the graph.

Exercise 1

Answer the following questions about this map.



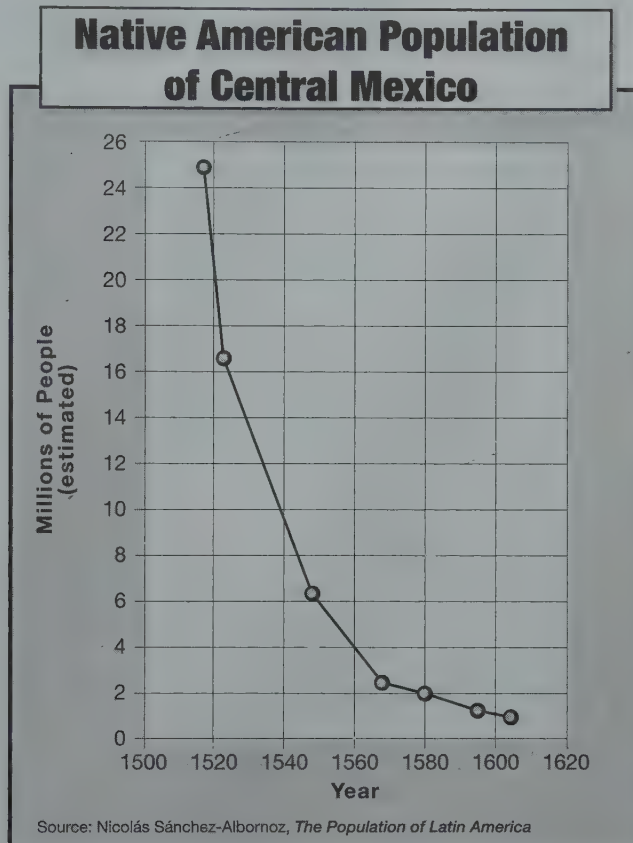
1. What is the title of the map? _____
2. How is a cold front shown on the map? _____
3. According to the key, what is today's temperature in Los Angeles? _____
In Denver? _____
4. On the scale, how many miles are represented by $\frac{3}{4}$ of an inch? _____
5. What is the approximate distance from Washington, D.C., to Miami in miles? _____
In kilometers? _____
6. What is the northernmost city shown on the map? _____

7. In what direction would you travel from El Paso in order to reach a place where there is snowfall?

8. Which two cities are probably receiving rain? _____

Exercise 2

Answer the following questions about this line graph.



1. What is the subject of the line graph? _____
2. What is the source of information? _____
3. What time period is covered by the graph? _____
4. What is being measured? _____
5. About how many Native Americans lived in central Mexico before 1520? _____
In 1580? _____
6. Using the information on the graph, what can you say about the Native American population of central Mexico? _____

28.2

Viewing Information Media Critically

When you view information media critically, you take the time to analyze the messages you see and hear. Messages from these media can entertain you and help you make decisions. Since they can also influence you in subtle ways, it is important to approach media messages with a critical eye. In order to evaluate what you see, apply the following strategies when viewing a message:

1. **Identify the source** Try to find out who is responsible for the message. This information will help you figure out the point of view being expressed, and it may also reveal a message's intent. Recognize that media often present an issue through a bias, a personal opinion or strong feeling for or against a subject.
2. **Separate fact from opinion** A fact is a statement that can be proved true by consulting a reliable source. An opinion is a belief that is based on a writer's attitude or values.
3. **Ask questions** Ask yourself, "What is the purpose for writing the message?"

Exercise 1 **Viewing Media.** Watch or listen to a form of nonprint information media, such as a documentary, a television news program or magazine, an interview, an editorial, or a commercial. Then, answer the questions that follow:

1. What is the source of the media message? How might that source's motivation affect the content of the message? _____

2. What is the topic of the message? _____
3. How would you categorize the interest of this topic—social, political, or cultural? _____

4. What is the length of the message? _____
5. Is the coverage in-depth or brief and summarized? Explain. _____

6. List three facts and three opinions that appear in the message. _____

7. What seems to be the point of the message? _____

8. Is there any information you would add to the message? If so, what? _____

9. Does the presentation of the message convey its points effectively? How? _____

10. Overall, what would you do to improve the content of the media coverage presented? _____

28.2**Viewing Fine Art Critically**

The elements of visual arts—content, medium, color, and structure—contribute to the emotional meaning and impact of a work of art. This is true for graphic art, such as posters, and for fine art, such as paintings and drawings. When you look at art, consider how each element affects your response.



Exercise 1 **Examining Fine Art.** Choose a piece of fine art that interests you. Use the following questions to help you examine and analyze it.

Content

1. What is the subject of the work? Is it realistic? Abstract? _____

2. What does it suggest about the artist's purpose? _____

Medium

3. What materials has the artist used? _____

4. How do these materials relate to the artist's purpose? _____

Color

5. What colors has the artist used? _____
6. Which moods and emotions do these colors evoke? _____

7. How do the colors reflect the artist's feelings about the subject? _____

Structure

8. What kind of structure does the artist use—lines or contours, geometric shapes, or brushstrokes? Are the lines horizontal, vertical, diagonal, or curved? If the art is made up of shapes, which can be seen? If there are brushstrokes, are they long, short, or layered?

9. Where do the lines lead your eyes? _____
10. Is there movement in the piece? Explain. _____

28.2

Creating Graphic Organizers for Comprehension

Graphic organizers can be effective tools for thinking and learning, especially if you are a visual learner. Charts, diagrams, clusters, and outlines are all effective tools that you can use to organize information graphically. Organizers are useful in both reading and preparing for writing. Graphic representations of text can help you increase your comprehension and organize your thoughts.

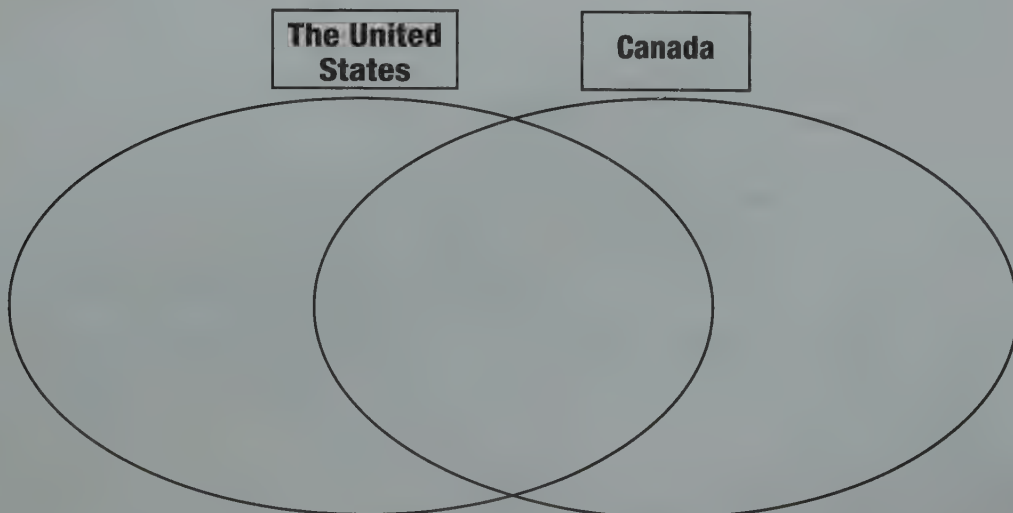
Exercise 1 **Creating a Venn Diagram.** A Venn diagram is a useful organizer for comparing and contrasting information. Read the following paragraph and answer the questions that follow. Then, create a larger version of the Venn diagram below, or use one that your teacher gives you. Place the information in the diagram.

Canada and the United States share a common heritage and the same continent, but are very different culturally. The major portions of the countries were settled primarily by French and English explorers. However, the French did not maintain as strong a hold anywhere in the United States as they did in Canada. You can see the result of this difference when you compare some Canadian and American cities. In Montreal and Quebec City, for example, you can walk amid French-speaking street vendors selling fruit-filled *crêpes* (pancakes) and golden brown *pommes frites* (fried potatoes). Billboards advertise their goods in English and French, the official languages of Canada. In the United States, on the contrary, there are few places having such French character. Part of cities may reflect French influence in place names—the Vieux Carré, or French Quarter, of New Orleans, for example—yet you will hear little French being spoken, as most Americans speak English.

1. In what ways are Canada and the United States alike? (Place the information in the overlapping part of the circles.)

2. In what ways are Canada and the United States different? (Place the information about Canada in one circle and the information about the United States in the other.)

3. Which words and phrases in this paragraph signal comparisons or contrasts?



Exercise 2**Creating a Chart.**

Simple charts are also useful for organizing information. Read the following paragraphs about cantaloupes and honeydew melons. Organize the information about them in the chart that follows. Write the points to compare and contrast, such as shape and texture, at the top. Then, fill in the missing information for each item about each point.

Have you ever compared a honeydew melon and a cantaloupe? They are similar in shape, since both fruits are round. But they are also very different. The texture or feel of a honeydew melon is smooth. Its skin is pale green in color, while the skin of a cantaloupe is light brown in color and rough in texture.

Like its skin, the inside of a honeydew melon is pale green in color. The inside of a cantaloupe is orange in color, unlike its light brown skin. Both fruits have a particular taste. Cantaloupes are sweet, and honeydew melons are very sweet.

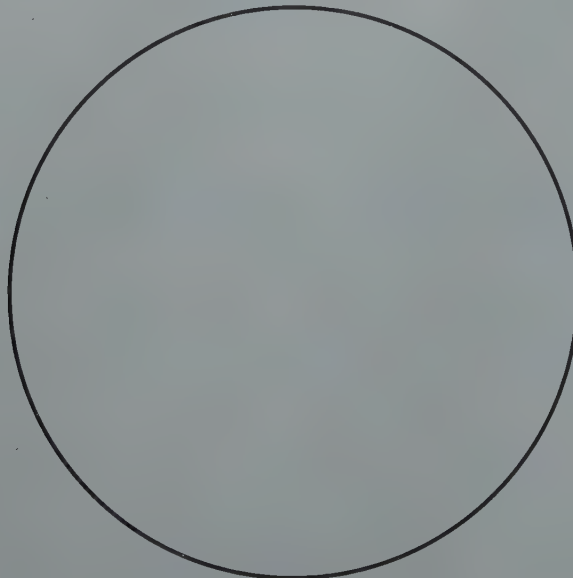
	(Point 1) Shape	(Point 2)	(Point 3)	(Point 4)	(Point 5)
Cantaloupe					
Honeydew Melon					

Exercise 3**Creating a Pie Chart.**

A pie chart shows percentages of parts that make up a whole. Use the following circle to make a pie chart about preferred pizza toppings. The circle stands for 100 percent. Divide it approximately to show these results of a poll of students in one class:

1. Half the students like pepperoni on their pizza.
2. Plain cheese is second in popularity; 25% of students chose it.
3. The number of students who like green peppers is 14%.
4. Eight percent of students chose olives on their pizza.
5. Only 3% like anchovies on their pizza.

After you've divided the circle, put a label and the percentage in each section.



28.2**Formatting to Create Effect**

Using Italics, Capitalization, Bullets, Numbering, and Boldface When you prepare a manuscript for presentation, you may want to use formatting to emphasize words or phrases. Some methods of formatting are the following:

1. Italics (slanted or underlined text)—used to emphasize words or to set apart terms that will be defined
2. Capitalization—used for headings
3. Bullets (round black dots)—used next to items in a list
4. Numbering—used for items in a list
5. Boldface (darker text)—used for headings or terms being defined

Exercise 1

Using Formatting. On the line next to each item below, rewrite the item with formatting, showing which method you would use to emphasize it. Then, explain your choice. If you need to, change the wording of the item, but make sure to keep the meaning the same.

1. Tourist sights in Ireland as a heading in a magazine article _____

2. It is helpful to answer the five W's—who, what, when, where, why—in the opening paragraph of a report for a newscast. _____

3. Nine of our team members are playing in the softball game in different positions: Tobias is the pitcher, Lucy is the catcher, Henry plays first base, Janet plays second base, Alex plays third base, Kristine plays shortstop, Jacob is an outfielder, Jennifer is an outfielder, and Daniel is an outfielder. _____

4. Here are the types of blood:
type A _____
type B _____
type AB _____
type O _____
5. Zoo Rules: Petting the animals is permitted, but please do not feed the animals. _____

28.2**Developing a Multimedia Presentation**

In a multimedia presentation, you present researched information through slide shows, videos, audio recordings, and fine art, as well as through your written materials. Good planning, preparation, and practice will make your multimedia presentations effective and memorable.

Exercise 1

Use the following guide to plan your multimedia presentation. Then, answer the questions that follow the steps.

Planning

1. What is your topic? _____
2. From what sources will you gather your information or content? _____

Preparing

3. What types of media, such as recorded interviews, music, video clips, photographs, or articles, do you plan to use? _____
4. What equipment will you need? Where will you get the equipment? _____

Presenting

5. How will you show your presentation? _____
6. How does your presentation work when you rehearse it? What do you need to practice or revise? _____

Exercise 2

Use the outline below to plan your multimedia presentation on paper. Plan the navigation to help users follow your presentation. Include notes to indicate where you will cue each piece of media.

Points to Be Made	Media to Be Used	Cues or Comments
Introduction		
1. _____	1. _____	1. _____
Body		
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
Conclusion		
4. _____	4. _____	4. _____

28.2**Creating a Video**

In order to make a video, a storyboard—a plot in words and pictures—is required to add details to your plan. A storyboard can spark new ideas for plot, character, and setting.

Exercise 1

Make Your Own Video. Use the following storyboard template to plan your video.

In each box, sketch out a step in the action. Include a label or written description of what happens in that scene.



1. _____



2. _____



3. _____



4. _____



5. _____



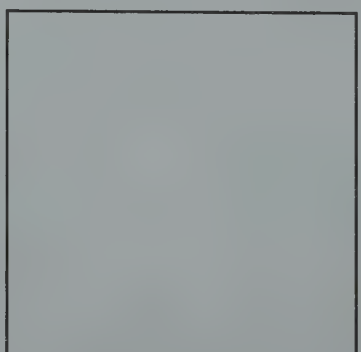
6. _____



7. _____



8. _____



9. _____

28.2

Performing or Interpreting

Presenting literature orally is an art that has existed since the dawn of history. To give a performance or an oral interpretation of literature, plan your reading and gestures ahead of time in order to communicate your meaning effectively.

Exercise 1**Oral Interpretation.**

Choose one of the following pieces of literature (or one from your literature anthology) and interpret it orally for your class. Practice reading it aloud, using your voice and gestures to communicate the writer's message.

Annabel Lee

Edgar Allan Poe

It was many and many a year ago,
In a kingdom by the sea,
That a maiden there lived whom you may know
By the name of Annabel Lee;—
And this maiden she lived with no other
thought
Than to love and be loved by me.

She was a child and *I* was a child,
In this kingdom by the sea.
But we loved with a love that was more than
love—
I and my Annabel Lee—
With a love that the winged seraphs of Heaven
Coveted her and me.

And this was the reason that, long ago,
In this kingdom by the sea.
A wind blew out of a cloud by night
Chilling my Annabel Lee:
So that her highborn kinsmen came
And bore her away from me.
To shut her up in a sepulcher
In this kingdom by the sea.

The angels, not half so happy in Heaven,
Went envying her and me:—
Yes! that was the reason (as all men know,
In this kingdom by the sea)
That the wind came out of a cloud, chilling
And killing my Annabel Lee.

But our love it was stronger by far than the love
Of those who were older than we—
Of many far wiser than we—
And neither the angels in Heaven above
Nor the demons down under the sea,
Can ever dissever my soul from the soul
Of the beautiful Annabel Lee:—

For the moon never beams without bringing me
dreams
Of the beautiful Annabel Lee:
And the stars never rise but I see the bright eyes
Of the beautiful Annabel Lee:
And so, all the nighttide, I lie down by the side
Of my darling, my darling, my life and my bride,
In her sepulcher there by the sea—
In her tomb by the side of the sea.

from "Two Kinds" from *The Joy Luck Club*

Amy Tan

A few weeks later, Old Chong and my mother conspired to have me play in a talent show which would be held in the church hall. By then, my parents had saved up enough to buy me a secondhand piano, a black Wurlitzer spinet with a scarred bench. It was the showpiece of our living room.

For the talent show, I was to play a piece called "Pleading Child" from Schumann's *Scenes from Childhood*. It was a simple, moody piece that sounded more difficult than it was. I was supposed to memorize the whole thing, playing the repeat parts twice to make the piece sound longer. But I dawdled over it, playing a few bars and then cheating, looking up to see what notes followed. I never really listened to what I was playing. I daydreamed about being somewhere else, about being someone else.

The part I liked to practice best was the fancy curtsy: right foot out, touch the rose on the carpet with a pointed foot, sweep to the side, left leg bends, look up and smile.

My parents invited all the couples from the Joy Luck Club to witness my debut. Auntie Lindo and Uncle Tin were there. Waverly and her two older brothers had also come. The first two rows were filled with children both younger and older than I was. The littlest ones got to go first. They recited simple nursery rhymes, squawked out tunes on miniature violins, twirled Hula Hoops, pranced in pink ballet tutus, and when they bowed or curtsied, the audience would sigh in unison, "Awww," and then clap enthusiastically.

When my turn came, I was very confident. I remember my childish excitement. It was as if I knew, without a doubt, that the prodigy side of me really did exist. I had no fear whatsoever, no nervousness. I remember thinking to myself, This is it! This is it! I looked out over the audience, at my mother's blank face, my father's yawn, Auntie Lindo's stiff-lipped smile, Waverly's sulky expression. I had on a white dress layered with sheets of lace, and a pink bow in my Peter Pan

haircut. As I sat down I envisioned people jumping to their feet and Ed Sullivan rushing up to introduce me to everyone on TV.

And I started to play. It was so beautiful. I was so caught up in how lovely I looked that at first I didn't worry how I would sound. So it was a surprise to me when I hit the first wrong note and I realized something didn't sound quite right. And then I hit another and another followed that. A chill started at the top of my head and began to trickle down. Yet I couldn't stop playing, as though my hands were bewitched. I kept thinking my fingers would adjust themselves back, like a train switching to the right track. I played this strange jumble through two repeats, the sour notes staying with me all the way to the end.

When I stood up, I discovered my legs were shaking. Maybe I had just been nervous and the audience, like Old Chong, had seen me go through the right motions and had not heard anything wrong at all. I swept my right foot out, went down on my knee, looked up and smiled. The room was quiet, except for Old Chong, who was beaming and shouting, "Bravo! Bravo! Well done!" But then I saw my mother's face, her stricken face. The audience clapped weakly, and as I walked back to my chair, with my whole face quivering as I tried not to cry, I heard a little boy whisper loudly to his mother, "That was awful," and the mother whispered back, "Well, she certainly tried."

And now I realized how many people were in the audience, the whole world it seemed. I was aware of eyes burning into my back. I felt the shame of my mother and father as they sat stiffly throughout the rest of the show.

Full Fathom Five

William Shakespeare

Full fathom five thy father lies,
Of his bones are coral made,
Those are pearls that were his eyes.
Nothing of him that doth fade
But doth suffer a sea change
Into something rich and strange.
Sea nymphs hourly ring his knell.
Ding-dong.
"Hark! Now I hear them—ding-dong, bell."

29.1

Using Context

Use context clues to help figure out the meanings of new words.

USING CONTEXT CLUES

1. Read the sentence carefully, concentrating on the unknown word.
2. Look for clues in the surrounding words.
3. Use these clues to guess the meaning of the new word.
4. Reread the sentence, substituting your meaning for the new word to see if it makes sense.
5. Check your definition in a dictionary.
6. Add the new word and its definition to your vocabulary notebook.

Exercise 1 **Using Context Clues.** Read the passage below. Circle the correct meaning of each underlined word. Then, write the words that led you to your choices on the line that follows.

For decades (1) archaeologists have studied the Inca Indians. They have collected a vast number of (2) artifacts that these Indians left behind them. From these, archaeologists have (3) deduced many things about the Incas. The Incas were excellent farmers who produced enough food to (4) sustain themselves. Through (5) prodigious effort, they created a large empire that included (6) multitudinous tribes. These tribes paid (7) homage to the Inca leader. A vast (8) bureaucracy was created by the Incas to hold their empire together. Although the Incas (9) flourished for centuries, they finally (10) succumbed to Spanish conquerors.

EXAMPLE: decades: (a) good reasons, (b) periods of ten years (c) treasures have studied

1. archaeologists: (a) people who study religion, (b) people who study past societies, (c) designers _____
2. artifacts: (a) objects, (b) hiding places, (c) tricks _____
3. deduced: (a) conquered, (b) figured out, (c) made smaller _____
4. sustain: (a) starve, (b) employ, (c) supply _____
5. prodigious: (a) enormous, (b) weak, (c) foolish _____
6. multitudinous: (a) few, (b) many, (c) strong _____
7. homage: (a) honor, (b) toll, (c) strong _____
8. bureaucracy: (a) hospital, (b) army, (c) administration _____
9. flourished: (a) thrived, (b) failed, (c) declined _____
10. succumbed: (a) overcame, (b) triumphed, (c) gave in _____

Exercise 2 **More Work With Context Clues.** Write a definition for each underlined word. Underline the words in each sentence that provided clues to the meaning.

1. We were afraid of missing the train, so we hastened to the station. _____
2. Although the jungle was dangerous, the intrepid explorers kept on. _____
3. Sarah not only loved her grandfather, she had profound respect for him, too. _____
4. After examining the patient, the doctor said that the prognosis was not good. _____
5. In order to improve his grades, Pat resolved to study harder. _____

29.1**Studying Meanings in the Content Areas**

As you read in the content areas, such as science, social studies, and current events, keep a categorized record of unfamiliar words. In science, create categories using prefixes, suffixes, or roots, and notice that many science words have Latin roots. In social studies, use categories such as government, political activity, and geography. In current events, use categories such as politics, finance, and education.

Exercise 1 **Creating Science Categories.** List each of the numbered words in the following paragraphs and look up their definitions, which have Latin origins. Then, categorize at least two of the words by prefix, explaining the meaning of that prefix.

When my father went into the hospital with abdominal pain, the doctor found that his intestines had an (1) inchoation of a serious intestinal inflammation. The doctor told us it was (2) diverticulosis. Eating berries with seeds in them had (3) exacerbated the condition.

The doctor suggested that since the abdomen is (4) distensible, he would be able to see the tissue and perform an (5) excisement, which would cure my father.

1. _____
2. _____
3. _____
4. _____
5. _____

Categorize by prefix: _____

Exercise 2 **Creating Social Studies and Current Events Categories.** List each of the numbered words in the following paragraph and look up their definitions. Then, categorize at least two of the words by finding a similarity, such as politics or clothing.

In a recent (1) gubernatorial race, there was a candidate who appeared at a press conference with a distinctive (2) habiliment. He had an unusual background. He was a former rabbi with a degree in (3) hermeneutics. He appeared from the (4) postern of the stage, wearing a (5) tallit.

1. _____
2. _____
3. _____
4. _____
5. _____

Categorize by similarity: _____

29.2

Keeping a Vocabulary Notebook

Recording Vocabulary Words in a Notebook To expand your vocabulary, keep a dictionary and a vocabulary notebook handy when you read.

VOCABULARY NOTEBOOK		
Words	Definitions	Examples
attain (ə tăn')	to accomplish	He attained his goal.
candor (kan' dər)	frankness; sincerity	She spoke to me with candor.
perturb (pər turb')	to disturb greatly	Bill was perturbed by the noise outside his window.

Exercise 1 **Setting Up a Vocabulary Notebook.** Fill in the blanks to create a vocabulary notebook with these words from an assignment. Use a dictionary.

EXAMPLE: Word Definition Example
solar from the sun Solar energy heats this house.
(sō'lər)

<u>Words</u>	<u>Definitions</u>	<u>Examples</u>
1. atmosphere ()	_____	_____
2. refuge ()	_____	_____
3. evaporate ()	_____	_____
4. precipitation ()	_____	_____
5. chinook ()	_____	_____
6. steppe ()	_____	_____
7. maritime ()	_____	_____
8. taiga ()	_____	_____
9. monsoon ()	_____	_____
10. tornado ()	_____	_____

Exercise 2 **Using Other Study Methods.** Use a dictionary to find the definition of each word below. Then, write the definition as it might appear on the back of a flashcard.

EXAMPLE: affluent wealthy

1. apparel _____
2. chastise _____
3. exult _____
4. hermit _____
5. literate _____

29.2**Studying New Words**

Techniques for Studying New Words There are several ways to study new words. Select at least two review methods to help you learn new vocabulary words.

You can use your notebook that contains words and definitions. Cover up the definitions. Try to remember them, and then write sentences using them.

You can use flashcards with the word on one side and its definition and subject on the other.

With a tape recorder, you can record the word with a long pause between it and its definition. Then, test yourself by saying the definition during the pause.

**Exercise 1**

Using Words in Sentences. Define each of the following words. Then, use each word in a sentence.

1. prototype _____

2. insipid _____

3. indubitably _____

4. copiously _____

5. minion _____

**Exercise 2**

Using Flashcards or Tape Recorders to Study. Study the following words by defining each word. Then, reinforce the word's meaning using either of these methods:

1. Make a set of flashcards by jotting down the following words and their definitions.
2. Make a tape recording by recording yourself as you speak each word and its definition.
 1. clandestine _____

 2. winsome _____

 3. lugubrious _____

 4. liberate _____

 5. anterior _____

29.2

Using a Dictionary and Other Reference Aids

You may be surprised to learn how much information you can find in a dictionary, a thesaurus, or a textbook glossary. Dictionaries and thesauruses are available in print or in electronic form. Read the following tips on when to use these reference tools.

Dictionary	When reading, keep a dictionary nearby. Look up in the dictionary any word whose meaning you do not know and cannot figure out.
Thesaurus	A thesaurus is a reference aid containing synonyms. Use a thesaurus when you are writing and cannot think of the word that expresses precisely what you wish to say.
Glossary	A glossary, which is located at the back of a textbook, lists and defines a number of words or special terms that are used in your textbook. Use the glossary to look up words you need to know in that particular subject area.

Exercise 1 Using a Dictionary. Use your dictionary to answer the following questions:

1. What is the plural form of the word *mongoose*? _____
2. Which is the preferred American spelling, *theatre* or *theater*? _____
3. This piece of equipment is used to play tennis. Which is the correct spelling, *racket* or *raquet*? _____
4. What is *chicory*? _____
5. What is the verb form of *quantum*? _____

Exercise 2 Using a Thesaurus. Look up each word below in a thesaurus and write three words with a similar meaning for each.

EXAMPLE: inflammable combustible, burnable, ignitable

1. illusion _____
2. hesitate _____
3. generous _____
4. intrepid _____
5. flagrant _____

Exercise 3 Using a Glossary. Find the glossary in one of your textbooks. Answer the following questions:

1. Where is the glossary found in your book? _____
2. What two types of information can you learn from the glossary? _____

3. Choose one term in your glossary and look up the page number listed. This is usually the first time the word is used in the textbook. Write the sentence in which that word appears, underlining your word. _____

4. Leaf through the pages in the glossary and look for a pronunciation key. Name three words you saw that are difficult to pronounce, write them on the line, and use the key to help you pronounce the words. _____
5. Write the definitions of the three words you used in item number 4. _____

29.3 Using Roots

The root is the main part—or base—of a word. It contains the basic meaning of a word. Use the meanings of roots to determine the meanings of unfamiliar words.

FIVE COMMON ROOTS		
Root	Meaning	Example
-mit-/-mis-	to send	submit to <i>send</i> in
-mov-/-mot-	to move	motivate to <i>move</i> to action
-ven-/-vent-	to come	intervene to <i>come</i> between
-vert-/-vers-	to turn	convert to <i>turn</i> into another form
-vid-/-vis-	to see	visible able to be <i>seen</i>

Exercise 1 Using Roots to Define Words. Match the words in the first column with the meanings in the second column. Place the correct number next to each meaning.

1. emit _____ ambassadors sent to a foreign country
2. invert _____ to turn around
3. movable _____ to keep from coming about
4. invisible _____ easily seen
5. demote _____ to turn aside
6. evident _____ turn inside out
7. mission _____ send forth
8. prevent _____ able to moved
9. divert _____ move down in rank
10. reverse _____ not able to be seen

Exercise 2 Using Roots to Build Words. Use each root to build a word. Define each word and check it in your dictionary.

EXAMPLE: -vers-	<i>conversion</i>	<i>turning into another form</i>
1 -vert-/-vers-	_____	_____
2 -mit-/-mis-	_____	_____
3 -mov-/-mot-	_____	_____
4 -vid-/-vis-	_____	_____
5 -ven-/-vent-	_____	_____

29.3**Using Prefixes**

A prefix is one or more syllables added to the main part of the word to form a new word. Use the meanings of prefixes to help determine the meanings of unfamiliar words.

FIVE COMMON PREFIXES		
Prefix	Meaning	Example
ex-	from, out	ex + tend to stretch <i>out</i>
mis-	wrong	mis + deed a <i>bad</i> , or <i>wrong</i> , deed
re-	back, again	re + print print <i>again</i>
trans-	over, across	trans + mit to send <i>over</i> a distance
un-	not	un + aware <i>not</i> aware

Exercise 1 **Using Prefixes to Define Words.** Write a brief definition of each word. Check the definition in your dictionary.

EXAMPLE: repeat say again

1. expand _____
2. misinform _____
3. unclear _____
4. rehire _____
5. rename _____
6. misunderstand _____
7. transship _____
8. export _____
9. unfortunate _____
10. transverse _____

Exercise 2 **Using Prefixes to Build Words.** Use each prefix to build a word and write its definition. Check the definitions in your dictionary.

EXAMPLE: re- reuse use again

1. re- _____
2. ex- _____
3. mis- _____
4. trans- _____
5. un- _____

29.3

Using Suffixes

A suffix is one or more syllables added at the end of a root to form a new word. By mastering suffixes, you can build new words by adding them to words or roots that you already know.

FOUR COMMON SUFFIXES			
Suffix	Meaning	Example	Part of Speech
-able (-ible)	capable of being	audible	adjective
-ty	in a certain way	quickly lovely	adverb or adjective
-ment	the result of being	recruitment	noun
-tion (-ion, -sion)	the act or state of being	contraction	noun

Exercise 1 **Using Suffixes to Define Words.** Match the words in the first column with the meanings in the second. Place the correct number next to each meaning.

- | | | |
|---------------|-------|-----------------------------|
| 1. affordable | _____ | in a slow way |
| 2. softly | _____ | act of being decided |
| 3. merriment | _____ | capable of being defended |
| 4. attraction | _____ | capable of being reasoned |
| 5. confusion | _____ | in a soft way |
| 6. slowly | _____ | the result of being merry |
| 7. defensible | _____ | the result of being excited |
| 8. excitement | _____ | capable of being afforded |
| 9. reasonable | _____ | the act of being attracted |
| 10. decision | _____ | the act of being confused |

Exercise 2 **More Work With Suffixes.** Define each word below, using the meaning of the suffix in writing your definition.

EXAMPLE: rapidly _____ *in a rapid way*

- | | |
|----------------|-------|
| 1. involvement | _____ |
| 2. predictable | _____ |
| 3. freshly | _____ |
| 4. pollution | _____ |
| 5. promotion | _____ |
| 6. happily | _____ |
| 7. employable | _____ |
| 8. collision | _____ |
| 9. arrangement | _____ |
| 10. workable | _____ |

29.3**Examining Word Origins**

The English language has grown by “borrowing” words from other languages.

EXAMPLES OF BORROWED WORDS

teepee (Native American)	burro (Spanish)	sauerkraut (German)
matzoh (Hebrew)	silhouette (French)	coffee (Turkish)

The English language also grows by inventing new words. These include words from people’s names, brand names, and acronyms.

Exercise 1

Discovering the Origins of Borrowed Words. Use a dictionary to find the origin of each word below.

EXAMPLE: spaghetti Italian

1. canoe _____
2. igloo _____
3. plaque _____
4. oboe _____
5. galleon _____
6. mayonnaise _____
7. croquet _____
8. patio _____
9. ranch _____
10. raccoon _____

Exercise 2

Finding the Origins of Invented Words. Write the definition and origin of each item. Use a dictionary that provides etymologies.

EXAMPLE: SEATO an acronym for Southeast Asia Treaty Organization

1. guillotine _____
2. Morse code _____
3. St. Bernard dogs _____
4. WAC _____
5. smog _____

29.4**Starting a Personal Spelling List**

Use this sheet to record words that you frequently misspell. Study the words. Then, have a partner test you on them.

A	J	R
B	K	
		S
C	L	
D	M	T
E		
	N	U
F		
		V
G	O	
		W
H	P	
		X-Y
I		
	Q	Z

29.4

Studying Your Spelling Words

Review your spelling words several times a week using the following method.

A METHOD FOR STUDYING YOUR SPELLING WORDS

1. Look at each word. Notice any unusual features about the spelling of the word. Concentrate on the part of the word that gives you the most trouble. Then, cover the word and try to picture it in your mind.
2. Say the word aloud. Then, sound the word out slowly, syllable by syllable.
3. Spell the word by writing it on a sheet of paper. Say each syllable aloud as you are writing it down.
4. Compare the word that you wrote on the paper with the word in your notebook. If you spelled the word correctly, put a small check in front of it. If you misspelled the word, circle the letter or letters that are incorrect. Then, start over again with the first step.

Exercise 1 **Working With Problem Words.** In these sentences, underline the correctly spelled word in each pair of parentheses. Check your answers in the dictionary.

EXAMPLE: We could not explain Bill's (absence/absense).

1. The harvest this year was (abudent/abundant).
2. That was a very (careless/carless) thing to do.
3. Susan made a (brillient/brilliant) remark in class today.
4. The (waether/weather) will be very hot tomorrow.
5. That was a complete (surprise/suprise) to me.
6. Our new (principle/principal) is Mrs. Burke.
7. I (recommmend/recommend) that we go to the movies instead of a play.
8. I received excellent (guidance/guidence) from my parents.
9. She is (fourty/forty) years old today.
10. I am sorry to (disappoint/disapoint) you.

Exercise 2 **More Work With Spelling Problems.** Write each misspelled word below, spelling it correctly. If a word has been spelled correctly, write C. Check your work in a dictionary.

EXAMPLE: tragidy tragedy

1. sophomore _____
2. concider _____
3. appresiate _____
4. consede _____
5. losing _____

29.4**Applying Spelling Rules**

Using *ie* or *ei* When a word has a long *e* sound, use *ie*. When a word has a long *a* sound, use *ei*. When a word has a long *e* sound preceded by the letter *c*, use *ei*.

COMMON <i>IE</i> AND <i>EI</i> WORDS		
Long <i>e</i> Sound	Long <i>a</i> Sound	Long <i>e</i> Sound Preceded by <i>c</i>
believe	freight	deceive
grief	reign	receive

Adding Suffixes When a suffix is added to a root word, the spelling of the root word often changes.

Exercise 1 Spelling Words With *ie* or *ei*. Fill in the blanks in each word with *ie* or *ei*.

EXAMPLE: She will ach _____ *ie* _____ ve an excellent grade.

- George was dec _____ ved by his friend.
- The th _____ f stole my wallet.
- Queen Victoria r _____ gned for many years.
- They discovered a rich v _____ n of silver.
- I rec _____ ved beautiful sweater for my birthday.
- May I have a p _____ ce of pie?
- This box w _____ ghs a ton!
- Do you think we should paint the c _____ ling?
- The soccer f _____ ld is extremely muddy.
- N _____ ther of these answers is correct.

Exercise 2 Spelling Words With Suffixes. Make new words by combining each of the following words and suffixes. Check the spelling of the new words in the dictionary.

- | | |
|------------------------|--------------------------|
| 1. defer + ed _____ | 11. peace + able _____ |
| 2. spoon + ful _____ | 12. prefer + ence _____ |
| 3. annoy + ance _____ | 13. dispose + able _____ |
| 4. slap + ed _____ | 14. win + ing _____ |
| 5. confer + ed _____ | 15. say + ing _____ |
| 6. scary + est _____ | 16. gay + ly _____ |
| 7. ship + ing _____ | 17. magnify + ing _____ |
| 8. flow + ing _____ | 18. reduce + ible _____ |
| 9. fix + ed _____ | 19. wax + ed _____ |
| 10. argue + ment _____ | 20. supply + ed _____ |

29.4**Adding Prefixes and Using Memory Aids**

When a prefix is added to a root word, the spelling of the root word stays the same.

ADDING PREFIXES

re + place = replace
 un + fair = unfair
 mis + take = mistake
 trans + port = transport

Use memory aids to help you remember the spellings of words that are difficult for you.

Exercise 1 **Spelling Words With Prefixes.** Form new words by combining one of the following prefixes with each of the roots below.

dis- un- mis- re- ex- trans-

- | | |
|--------------------|-----------------------|
| 1. -natural _____ | 11. -press _____ |
| 2. -place _____ | 12. -continue _____ |
| 3. -fer _____ | 13. -build _____ |
| 4. -ceed _____ | 14. -port _____ |
| 5. -miss _____ | 15. -cover _____ |
| 6. -call _____ | 16. -ship _____ |
| 7. -hale _____ | 17. -obey _____ |
| 8. -direct _____ | 18. -terior _____ |
| 9. -manage _____ | 19. -work _____ |
| 10. -selfish _____ | 20. -understand _____ |

Exercise 2 **Developing Memory Aids.** Rewrite each of the words below, underlining the part(s) you can use as a memory aid.

EXAMPLE: achieve achieve

- | | |
|----------------------|--------------------|
| 1. anniversary _____ | 6. capital _____ |
| 2. capitol _____ | 7. foreign _____ |
| 3. desert _____ | 8. lightning _____ |
| 4. library _____ | 9. dessert _____ |
| 5. rehearse _____ | 10. barrel _____ |

29.4

Understanding the Influence of Other Languages and Cultures

Spelling English Words From Other Languages Seven out of ten words in English come from other languages. That means that rules for spelling in English always have many exceptions. For some words, you just can't apply the spelling rules you know, so you just have to remember how to spell these words. It may help, though, to be able to recognize words as being from other languages. For example, words that end in *-tion* or *-ent* usually come from French. Words that end in *-o* or *-i* typically come from Italian or Spanish. Words that contain *-nym-* or *-phon-* usually come from Greek.

Exercise 1 Words From Other Languages. Read the words below. Write the language from which you believe each word comes.

- | | |
|----------------------|----------------------|
| 1. tomato _____ | 6. patio _____ |
| 2. transaction _____ | 7. restaurant _____ |
| 3. phonograph _____ | 8. volcano _____ |
| 4. antonym _____ | 9. phonics _____ |
| 5. transient _____ | 10. impression _____ |

Exercise 2 Choosing the Correct Spelling. Choose the correctly spelled word from each group by circling the word. Check your answers in the dictionary.

- | | | |
|---------------|------------|------------|
| 1. pianoe | piano | planeau |
| 2. pseudonim | pseudonimm | pseudonym |
| 3. somnolent | somnolint | somnolant |
| 4. phony | fony | phoni |
| 5. indicashun | indication | indicatien |
| 6. telefone | telephon | telephone |
| 7. synonym | synonim | synynym |
| 8. edukation | education | educatien |
| 9. mythology | mythologi | mythology |
| 10. democracy | democrasy | demokracy |

29.4

Forming Plurals

Nouns that are regular form their plurals by adding -s or -es. Most compound nouns written as single words form their plurals regularly. Most compound nouns written with hyphens or as separate words form the plural by making the modified word plural.

FORMING REGULAR PLURALS

1. For words ending in -s, -ss, -x, -z, -sh, -ch, add -es.
2. For words ending in -o preceded by a consonant, add -es. For words ending in -o preceded by a vowel, add -s.
3. For words ending in -y preceded by a consonant, change y to i and add -es. For words ending in -y preceded by a vowel, add -s.
4. For words ending in -ff, add -s. For words ending in -fe, change f to v and add -es. For words ending in -f, add -s, or change f to v and add -es.

Use the dictionary to look up the correct spelling of words with irregular plurals.

Exercise 1**Writing Plurals.**

In the space at the right, correctly spell each misspelled plural. Use your dictionary to check the spelling of plurals.

EXAMPLE: churchs

churches

- | | |
|-------------------------|----------------------------|
| 1. father-in-laws _____ | 11. oxes _____ |
| 2. berrys _____ | 12. gooses _____ |
| 3. knifes _____ | 13. waxes _____ |
| 4. muffes _____ | 14. elfs _____ |
| 5. banjoes _____ | 15. tomatos _____ |
| 6. toyes _____ | 16. altoes _____ |
| 7. batchs _____ | 17. sheeps _____ |
| 8. salmons _____ | 18. editor-in-chiefs _____ |
| 9. countrys _____ | 19. wifes _____ |
| 10. brushs _____ | 20. basketballes _____ |

Exercise 2**Forming Plurals.**

Form the plural of each word below. Use your dictionary to check the spelling of each word.

EXAMPLE: wax

waxes

- | | |
|------------------------|--------------------|
| 1. calf _____ | 11. hero _____ |
| 2. soprano _____ | 12. hunch _____ |
| 3. canoe _____ | 13. studio _____ |
| 4. glass _____ | 14. football _____ |
| 5. fox _____ | 15. trousers _____ |
| 6. reef _____ | 16. roof _____ |
| 7. flash _____ | 17. half _____ |
| 8. mother-in-law _____ | 18. dish _____ |
| 9. man _____ | 19. ranch _____ |
| 10. thief _____ | 20. chief _____ |

29.5 Spelling Homophones

Homophones are words that sound alike but have different spellings and meanings. As a result, these words are often confused in writing.

Exercise 1

Choose the correct homophone from the words shown for each of the following sentences.

1. *hear, here*
 - a. I _____ you've been accepted into Saint Louis University High School.
 - b. Yes, but I can't decide whether to go there or stay _____.
2. *whole, hole*
 - a. When my brother fell off his bicycle, he ripped a _____ in the knee of his jeans.
 - b. I sat and listened to him tell the _____ story.
3. *principal, principle*
 - a. The _____ has approved two more field trips this month.
 - b. No doubt the weather will be a _____ concern.
 - c. It's a _____ of life that when we want sun, it will rain.
4. *stationary, stationery*
 - a. Go ahead and walk around while the plane is _____.
 - b. I brought some _____ to write letters.
5. *their, there, they're*
 - a. Why do people across the aisle have _____ shades down?
 - b. The sun is coming in _____, and maybe it is too bright.
 - c. Well, they don't know what _____ missing.
6. *to, two, too*
 - a. Our plane will fly _____ Akron-Canton after leaving Pittsburgh.
 - b. I wonder if those _____ flight attendants know where we are.
 - c. I'd like to know _____. We should be over land, not water.
 - d. This is _____ scary for me.
7. *weather, whether*
 - a. Maybe the _____ is bad over land.
 - b. I'm not sure _____ I like being so close to the water.
8. *whose, who's*
 - a. _____ country does the landscape resemble?
 - b. It looks a little like that of Ilona, _____ from Hungary.
9. *your, you're*
 - a. Why not take out _____ camera and snap a few photos from here?
 - b. _____ right! This landscape is too beautiful not to have a picture of it!
10. *compliment, complement*
 - a. I want to _____ you on your taste.
 - b. The flowers _____ the decorations beautifully.

29.5

Proofreading and Using References

After you finish writing, the last step in the writing process is to proofread your draft to make it ready for a reader. One important part of proofreading is checking your spelling, for which you should always have a dictionary handy.

Exercise 1

Checking Your Spelling. The following sentences are from a first draft of an essay about "Rikki-tikki-tavi." Proofread the sentences to correct all spelling errors. Cross out each misspelled word and write the correct spelling above it.

1. "Rikki-tikki-tavi," by Rudyard Kipling, presents the clasic conflict of good versus evil. The mongoose, Rikki-tikki-tavi, represents good. He is curious, rescourceful, brave, protective, and freindly. The to cobras, Nag and Nagaina, are sneaky, decietful, and vengeful. They represent evil.
2. Rikki-tikki is washed from his home in a flood and is adopted buy an English faimly who found him in there garden. He soon proves his worth by killing Karait, a snake that was about to bit the young boy, Teddy.
3. Nag and Nagaina plan to murder the innosent family while they are sleeping in an effort to get rid of Rikki-tikki. They think that if the family is no longer around, Rikki-tikki will have no reeson to remain.

30.1

Using Sections in Textbooks

Identify and make use of the special sections at the front and back of your textbooks.

PARTS OF A TEXTBOOK	
Table of Contents	Shows how the book is organized
Preface or Introduction	States the author's purpose
Index	Lists topics covered alphabetically
Glossary	Provides a list of terms with definitions
Appendix	Contains information considered useful by the author
Bibliography	Lists author's sources

Use the organization of your textbooks to help you study them effectively.

SUGGESTIONS FOR STUDYING TEXTBOOKS
1. <i>Think</i> about the assignment or about why you are reading the textbook.
2. <i>Preview</i> the material you want to cover.
3. <i>Read</i> the material with close attention.
4. Make <i>questions</i> out of what you are reading.
5. Take <i>notes</i> on what you are reading.
6. <i>Recite</i> sections of the textbook out loud.
7. <i>Review</i> your notes at the end of each reading period.

Exercise 1 **Examining a Textbook.** Examine one of your textbooks to become acquainted with its special sections. Then, answer the following questions.

1. What does the table of contents tell you about how the book is organized? _____
2. Is there a preface? What does it contain? _____
3. Give page numbers for two topics listed in the index. _____
4. Is there an appendix? If so, what does it contain? _____

5. List one source cited in the bibliography. _____

Exercise 2 **Using a Textbook to Study.** Choose a chapter in one of your textbooks to use in completing the work below. Use an extra sheet of paper if necessary.

1. List the chapter headings and subheadings. _____
2. Turn two of these headings into questions. _____

3. Read the chapter. Then, answer the questions you wrote in question 2. _____

4. What are the main ideas contained in the chapter? _____

5. List the major details used to support one of these ideas. _____

30.1**Using Features of Textbooks**

Before you begin to read a chapter of a textbook, you should look at the following features: titles, headings, subheadings, captions, illustrations, and the first and last paragraphs.

Headings are usually larger than the rest of the text, and they are printed in bold, dark, or colored type. They usually state the subject matter covered in the section; therefore, they show you how the material is organized.

Exercise 1

Using Features in a Selection of Text. Answer questions 1–3 about the article that follows, without reading the article. Then, read the entire article and answer question 4.

1. How many headings does the article contain? _____
2. What is the article about? Use the headings as clues. _____

3. Write a question based on one of the headings. _____

4. What kind of information did you learn from the first and last paragraphs? _____

Early Health Conditions: Fighting an Unknown Enemy

Today in the United States there are still health problems to solve. However, people live longer and enjoy better health than ever before. No longer are we at the mercy of such diseases as smallpox, bubonic plague, yellow fever, and typhoid fever. These diseases in the past spread rapidly, killed people by the thousands, and often wiped out whole families and entire villages.

What was it like long ago when little was known or done about public health and sanitation? An examination of conditions in three early communities shows why people could not prevent communicable disease, the kind of disease that is passed from one person to another.

The London Plague of 1665

In London, around 1665, a disease known as the Black Death emerged. The disease spread like wildfire because of unsanitary conditions. Streets were dirty, many houses were crowded and full of rats, and personal cleanliness was minimal.

Throughout 1665, the death rate mounted with a speed that struck terror into every heart. It is estimated that 70,000 people died before the year ended.

Conditions in Colonial Times

In 1606, a handful of English colonists settled near the James River in what is now the state of Virginia. The inhabitants of this first settlement, called Jamestown, had health problems so severe that the whole colony was nearly wiped out.

In the summer of 1607, hot, humid weather fell on Jamestown. Food spoiled and the water became not only unpleasant to the taste but polluted with deadly germs. Sickness spread rapidly and the colonists died at an alarming rate. At the end of the summer only about 50 of the 104 original settlers remained alive.

Microbes—The Unknown Enemy

People in the past failed in their war against communicable diseases because they did not know the real nature of their enemy.

The enemy is the *microbe*. Microbes are tiny plants and animals, some so small they can be seen only with a microscope. Many microbes are helpful, but the harmful ones can make people very sick.

Even after the microscope came into use, years of scientific “detective work” were needed to fight communicable diseases. Almost two hundred years passed between the time a microbe was first seen under a microscope and the time the microbe’s role in disease began to be understood.

30.1

Using Reading Strategies

Varying Your Reading Style. Three types of reading styles are *skimming*, *scanning*, and *close reading*. Depending on your purpose, such as reading a novel for pleasure or reading a textbook to prepare for a test, you would use one of the following styles.

Skimming	Looking over a text to get a quick overview of the contents.
Scanning	Looking over a text for particular information. When you scan, look for words related to your topic or purpose for understanding.
Close reading	Reading the material carefully for thorough understanding.

Exercise 1 **Skimming the Headings of a Table of Contents.** Look at a table of contents from one of your textbooks and skim it to answer the following questions:

1. What is the textbook about? _____
2. How many units and chapters does the textbook contain? _____
3. Approximately how many pages are in each chapter? _____
4. Approximately how long would it take to read each chapter? _____

Exercise 2 **Scanning for Specific Information.** Answer the questions below by scanning the paragraphs on the *Jazz Age* that follow.

1. What is the topic of the paragraphs? _____
2. Identify the geographical area or areas described in the paragraph. _____
3. What are the names of three performers and what did they do? _____
4. What did America's youth think of jazz? _____

The Jazz Age

No music was more important to an era than jazz was to the 1920's. This unique American music grew from the culture of southern African Americans and traveled north with them. With the migration to northern cities, people flocked to New York's Harlem to hear this musical form, and jazz enjoyed a golden age. Singers Bessie Smith and Ma Rainey, pianist Duke Ellington, and trumpeter Louis "Satchmo" Armstrong became widely known performers.

Jazz was more than mere music, however. Much of the country's youth—African American and white—saw jazz as the symbol of their new generation.

30.1**Using Graphic Organizers**

When you read, you often find information that is graphically represented. A graphic organizer, or a drawing with words, helps you see how ideas in a text are related.

When you read a graphic organizer, notice the relationships among the ideas presented. Read across and down a chart to interpret, compare, or contrast information. Look at the placement of information in a Venn diagram to learn similarities and differences between the two items.

Exercise 1**Reading a Grid.**

Answer the following questions based on the grid provided.

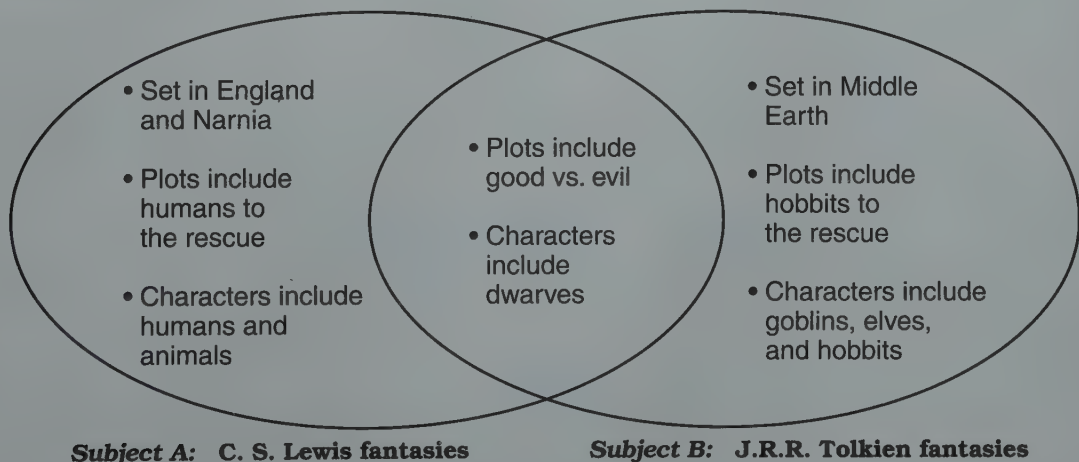
Endangered Western Birds: Where They Live, What They Eat		
Type of Bird	Habitat	Main Food
Spotted owl	Old-growth forests	Rodents
Bald eagle	Seacoasts, rivers, lakes	Fish
Peregrine falcon	Open country	Birds
California condor	Mountains, open country*	Dead animals
Marbled murrelet	Old-growth forests, seacoasts	Fish
Trumpeter swan	Wetlands	Vegetation

*The entire remaining population is now in captivity.

- Which two birds share the most in common? _____
 - What do they share? _____
- Where do spotted owls exist? _____
- What does the trumpeter swan eat? _____

Exercise 2**Reading a Venn Diagram.**

The Venn diagram, illustrated below, helps in visualizing comparisons and contrasts. Answer the following questions about the fantasy writing of C. S. Lewis and J.R.R. Tolkien.



- Which writer has set fantasies in Middle Earth? _____
- What two plots has C. S. Lewis used in his fantasies? _____

- What two characteristics are common to both subjects? _____



Comprehending Nonfiction

There are many kinds of nonfiction. As you read a piece of nonfiction, determine the author's purpose and message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend nonfiction.

Title of Nonfiction _____

1. Circle the type of nonfiction.

essay	biography	autobiography	sports	how-to
humor	letter	memoir	careers	astronomy
history	article	geography	personal	narrative
other _____				

2. Who or what is this nonfiction selection about? _____

3. What is the author's purpose for writing this selection? _____

4. What information, facts, or examples does the author include to support the purpose? _____

5. List the main ideas or key points the author wishes to convey. _____

6. For what group of people would this nonfiction work be most appealing? _____

What does the author include to appeal to this audience? _____

7. What technique(s) does the author use to appeal to the reader? Circle one and give an example from the selection.

description	argument	comparison-and-contrast
emotional language	quotations	personal recollections
other _____		

Example: _____

8. Summarize the theme or central idea of this selection. _____

9. Is there a sentence or short passage that states or strongly implies the message or main idea? _____

If so, what is it? _____

10. Is this selection written in a style that is clear and interesting? Explain.

11. Are the details helpful, informative, and understandable? Explain.

12. Does this selection help you understand people and events? Explain.

13. Did you learn something especially important in reading this selection? If so, write about it and explain its significance.

14. What do you think is the author's greatest strength as a writer? Write a short paragraph to explain your opinion, using an example from the selection to support your opinion.

15. Would you rate this nonfiction selection as weak, average, or strong? Give reasons for your rating. _____

30.2**Distinguishing Fact From Opinion**

Analyze your material to determine whether or not it is based on reliable information.

QUESTIONS TO ASK TO TELL FACTS FROM OPINIONS

1. Can the statement of fact be checked to verify, or prove, that it is *true*? How?
2. If the statement cannot be verified as a fact, it is an opinion. Are there supporting facts to make the opinion *valid*?

Exercise 1 **Distinguishing Between Fact and Opinion.** Identify each of the following statements as a *fact* or *opinion*.

EXAMPLE: The Beatles were the greatest rock band of all time. opinion

1. The Detroit Tigers won the World Series in 1968. _____
2. California is the most populous state in the United States. _____
3. Jack is an excellent athlete who has won awards for his achievements in three different sports. _____
4. *The Hobbit* was J.R.R. Tolkien's best novel. _____
5. Sandy is not a good student. She failed three courses this term. _____
6. Actor Tom Hanks was born in Concord, California. _____
7. Tom Hanks is a better actor than Brad Pitt. _____
8. The skiing in Vermont is better than the skiing in New Jersey because the mountains are taller and the ski areas are larger. _____
9. The mountains in Vermont are taller than the mountains in New Jersey. _____
10. Ernest Hemingway's novel *For Whom the Bell Tolls* is set in Spain during the Spanish Civil War. _____

Exercise 2 **Analyzing Facts and Opinions.** Analyze each statement you identified as an opinion in Exercise 1 to determine whether it is *valid*.

EXAMPLE: not valid

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

30.2

Identifying the Author's Purpose

Authors generally write for a purpose. They often use certain techniques or methods to achieve their purpose.

Purpose	Technique
To inform	Using facts or explanations
To instruct	Providing step-by-step explanations
To offer an opinion	Presenting viewpoints
To sell	Using persuasive techniques
To entertain	Using amusing or exaggerated situations

In reading nonfiction, notice the author's choice of words and the details he or she includes. These clues will help you determine an author's purpose.

Exercise 1

Read the following paragraphs and determine the author's purpose. Explain your answers.

1. "As our society becomes more diverse, people of all races and backgrounds will have to learn to live together. If we don't think this is important, all we have to do is look at the situation in Bosnia today."
—from *All Together Now* by Barbara Jordan

2. *The Outsiders* by S.E. Hinton is taut with tension and filled with drama. This remarkable novel gives a moving, credible view of the outsiders from the inside. You'll meet powerful characters in this contemporary classic for a new generation of readers.

3. "Although baseball and football stars inspired us, our real heroes were the famous prize fighters, and the way to emulate a fighter was to walk around with a Band-Aid over one eye. People with acne walked around that way too, but we hoped it was clear that we were worshipping good fists and not bad skin." —from "Was Tarzan a Three-Bandage Man?" by Bill Cosby

4. "If you're looking at a Web site, check if the author or creator is identified. See if there are links to a page listing professional credentials or affiliations. Be very skeptical if no authorship information is provided." —from "Let the Reader Beware" by Reid Goldsborough

5. "This inventory is getting out of hand. Last week alone I made more than a thousand new entries, and I never erase the old ones. If this keeps up, I will require a dozen ledgers, and even then my accounts will be woefully incomplete. Every year is the same. I prepare my inventory for Thanksgiving, to say grace, and always come up short." —from "Thanksgiving Inventory" by Roger Rosenblatt, *Time Magazine*

30.2

Applying Forms of Reasoning

Using Inference and Generalization Think logically to draw valid conclusions.

FORMS OF REASONING		
Form	Valid Use	Invalid Use
Inference	A reasonable conclusion based on the information being examined	An interpretation or statement that does not follow from the information being examined
Generalization	A conclusion that is based on a large number of examples and that takes any exceptions or qualifying factors into account	A conclusion that is based on too few examples or that ignores exceptions or qualifying factors

Exercise 1 Analyzing Forms of Reasoning. Identify the form of reasoning used in each of the following statements as *inference* or *generalization*.

EXAMPLE: Bobby Johnson is big and strong and is a gifted athlete. He has been playing football for ten years, so he must be a good football player. inference

- Suzy's new motorcycle was more expensive than Joe's new car. Therefore, motorcycles cost more than cars. _____
- The average man is stronger than the average woman. _____
- Becky works at a grocery store six days a week, so she must be very wealthy. _____
- Jim and Bob are both high-school students and both are fast runners. Therefore, all high-school students must be fast runners. _____
- Brenda is very intelligent, and she works hard in school, so she must be a good student. _____
- Rick's a good student, and he is a talented guitarist, so he must be a good bowler. _____
- Girls are better students than boys. _____
- Ron likes cold weather, and he loves snow, so winter must be his favorite season. _____
- Wendy is very creative, so she should be a good sculptor. _____
- The students in the eleventh grade in Hamden High School scored higher on a standardized intelligence test than the students from any other school in the state. Therefore, students at Hamden High School are among the brightest in the state. _____

Exercise 2 More Work With Analyzing Forms of Reasoning. Determine whether each of the statements made in Exercise 1 is *valid* or *invalid*.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

30.2**Analyzing the Text****Uses of Language** Learn to identify different uses of language.

USES OF LANGUAGE	
Denotation	Words used to present facts or describe a situation objectively
Connotation	Words used to imply a particular point of view and convey a positive or negative tone
Jargon	The use of words with specialized meanings in a particular trade or profession

Text Structure Learn to recognize how an author structures a text using cause and effect, chronological order, order of importance, or spatial order. If you recognize how the work is organized, you'll be able to read it more easily.

Exercise 1 **Analyzing the Uses of Language.** Identify each of the items below as *denotation*, *connotation*, or *jargon*.

EXAMPLE: Ron walked slowly down the street. denotation

1. Violet crept down the street with the speed and grace of an oversized slug. _____
2. Juan is suffering from acidulated food indigestion. _____
3. The Smith's believed that their multi-talented son would succeed in any field of endeavor. _____
4. The politician smiled at the crowd and grasped the microphone. _____
5. The Giants defeated the Cowboys. _____
6. A student should always aspire to his or her proficiency-achievement level. _____
7. John strutted through the crowd with a self-important air about him. _____
8. Laura spent the entire afternoon watching soap operas on television. _____
9. Phil wasted the entire morning glued to the television watching game shows. _____
10. At the board meeting, the president declared that the company's goal was to maximize the product output efficiency in all production areas. _____

Exercise 2 **Identifying Text Structures.** Read the passages below and write the name of the organizational pattern that best describes the passage: *cause-and-effect*, *chronological order*, *order of importance*, or *spatial order*.

1. When reading a grid, start at the top left, and read across to the right of the row. Then, read each row below from left to right. _____
2. Nancy greeted her brother at the train station with a smile. Then, they hugged. While they drove home, he told her about his adventures in Europe. _____
3. Overpopulation in the valley has disrupted the balance of nature. For example, during heavy rains, topsoil is sliding down into the valley because vegetation that prevented erosion has been uprooted. A more serious problem is that continued building has strained the area's water supply. Two natural lakes have dried up permanently, killing many plants and fish. _____
4. Matthew helped an elderly woman cross the street. As a result, she handed him a shiny silver coin and thanked him for his help. _____

30.3**Reading Fiction**

Fiction is any work of literature in which characters and events have been imagined by the author. Short stories are brief works of fiction, and novels are longer ones. As you read a piece of fiction, determine the author's theme or central message. Then, you can respond to the work and evaluate it. Use the following questions as a guide to help you comprehend a short story or novel.

Title of Short Story or Novel _____

1. Where does this story or novel take place? _____

2. Who is the main character in the story or novel? _____
3. What challenge or conflict does the main character encounter? _____

4. How is the conflict resolved? _____

5. What other important characters are involved in the conflict? _____

6. What kind of person is the main character, and why do you think he or she behaves the way he or she does? _____

7. What evidence in the story or novel leads you to this opinion of the main character? _____

8. How would you describe the mood? _____
How does the author establish this mood? _____

9. Summarize the theme or central idea of this short story or novel. _____

10. Is there a sentence or short passage that states or strongly implies the theme? If so, what is it? _____

11. Are the characters and dialogue believable? Explain. _____

12. Could the details in this story or novel be easily visualized as you read? Explain. _____

13. What predictions and questions occurred to you as you read this story or novel?

Were your predictions accurate? _____

Were your questions answered? _____

14. In a few sentences, describe an element of the short story or novel that reminds you of something in your own life.

15. Would you rate this story or novel as weak, average, or strong? _____

Give reasons for your rating. _____

30.3**Reading Drama**

Reading drama is different from reading other literary forms because it is designed to be performed for an audience. The story is told mostly through what the actors say (dialogue) and what they do (action). Stage directions in the script indicate how actors should move and how they should speak their lines. As you read a play, determine the playwright's theme. Then, you can respond to the play and evaluate it. Use the following questions as a guide to help you understand the dialogue and action that make up a play.

Title of Play _____

1. Who is the main character in the play? _____
2. What challenge or conflict does the main character encounter? _____

3. How is the conflict resolved? _____

4. What other important characters are involved in the conflict? _____

5. What kind of person is the main character, and why do you think he or she behaves the way he or she does? _____

6. What evidence in the play leads you to this opinion of the main character? _____

7. Where and when does this play take place? _____
How does the playwright reveal this information? _____

8. How would you describe the mood? How does the playwright establish this mood? _____

9. Summarize the theme or central idea of this short story or novel. _____

10. Is there a short passage or dialogue that states or strongly implies the theme? If so, what is it?

11. Are the characters and dialogue believable? Explain. _____

12. Could you envision the stage directions and action of the characters in this play as you read? Explain.

13. What predictions and questions occurred to you as you read this play? Were your predictions accurate? Were your questions answered? _____

14. In a few sentences, describe a character or scene in this play that reminds you of something in your own life. _____

15. Would you rate this play as weak, average, or strong? Give reasons for your rating. _____

30.3**Reading Poetry**

Reading poetry often requires effort beyond that used for reading prose. Poems differ in structure from prose, and they also condense meaning into a tightly knit cluster of words called "verse." To determine the poet's meaning, listen carefully to what is said and notice who says it. Then, you can respond to the poem and evaluate it. Use the following questions as a guide to help you build strategies for reading poetry.

Title of Poem _____

1. Circle the literary techniques the poet uses in this poem.

simile	metaphor	personification	rhyme
repetition	onomatopoeia	alliteration	other _____

2. Circle the word that best describes the tone of the poem.

serious	peaceful	frantic	sad	frightening
lively	funny	disturbing	other	_____

3. In this poem, the poet is attempting to (circle one or more)

tell a story	create an image
express a feeling or emotion	other _____

4. Who is the speaker in this poem? _____

5. Is the poem written in stanzas? If so, how many? _____

6. How would you describe the rhythm of the poem? _____

7. Does the rhythm seem to match the message or meaning of the poem? Explain. _____

8. How would you describe the mood of the poem? _____

How does the poet create this mood? _____

9. Summarize what you think the poet wants you to know, feel, value, or believe about life from this poem. _____

10. What images or word pictures in the poem appeal to your sense of sight, hearing, touch, taste, or smell? Explain. _____

11. Does a particular word or phrase carry important meaning for the poem? If so, which word or phrase, and what meaning does it convey? _____

12. Paraphrase, or restate in your own words, a line or passage from the poem that you like or that you feel is important. _____

13. What did you like or dislike about this poem? Why? _____

14. When you reread the poem, did you discover something that was not obvious upon your first reading? Explain your discovery and the reason it may have occurred. _____

15. Would you rate this poem as weak, average, or strong? _____
Give reasons for your rating. _____

30.3**Reading Myths, Legends, and Folk Tales**

Although writers retell myths, legends, and folk tales in print, they come to us from the oral tradition—the passing along of stories by word of mouth.

Myths	anonymous stories involving gods and goddesses that stress cultural ideals or explain natural occurrences
Legends	stories that are believed to be based on real-life events and feature larger-than-life people
Folk tales	stories about ordinary people that reveal the traditions and values of a culture

As you read a myth, legend, or folk tale, first identify the storyteller's purpose. Then, you can clarify your understanding of them by using the following questions as a guide.

Title _____

- Circle the type of selection. myth folktale legend
- Circle one or more phrases that describe this selection.
Tells about events in nature
Explains how something came into being
Teaches a moral lesson
Stresses admirable behaviors or ideals
Expresses a generalization
Uses a symbol to stand for an idea
Expresses an idea common to many people
- When and where does this story take place? _____

- Of what importance is the setting to the story, if any? _____

- Who are the main characters? _____
- What significant events occur? _____

- Summarize the theme, central idea, or message of this selection. _____

- Is there a sentence or short passage that states or strongly implies the theme, central idea, or message? If so, what is it? _____

- What is the storyteller's purpose? _____

- What cultural value, belief, idea, or custom is this selection about? What clues led you to your understanding of the culture? _____

30.4**Reading From Varied Sources**

Literary works are not the only kind of reading. You may read material from a wide variety of sources, depending on your purpose. You can select from newspapers, magazines, Web pages, or anthologies—collections of short works.

Exercise 1

Answer the following questions by writing the letter of the appropriate source from the list below.

- | | |
|---|---|
| a. Hollywood People Weekly | g. Web World Weekly |
| b. Victory's British Masterpieces | h. The Cool Cat Collection of Poems |
| c. www.virtualstudentsinternational.com | i. New York Star Tribune |
| d. The Chicago Advertiser | j. www.childrenwhowrite.com |
| e. The Kentucky Daily Record | k. American Music Monthly |
| f. Bread Baker's Monthly | l. Rollerblading Monthly |

1. Which source would you use to read poetry written about cats? _____
2. Where would you go to find out the results of the Kentucky Derby? _____
3. Where would you go to find an apartment for rent in Chicago? _____
4. Which source would give you the latest gossip on your favorite actress's wedding and honeymoon? _____
5. If you were interested in learning to play the guitar, which source would give you research information? _____
6. Where would you go to find examples of essays written by kids your own age? _____
7. Which source would you go to if you wanted to read about baking bread? _____
8. If you wanted to find out which art exhibition will be shown tomorrow at the New York Public Library, which source would you use? _____
9. Where would you go to read Charles Dickens' *A Christmas Carol*? _____
10. Which source would you go to if you wanted to find out about becoming a high school foreign exchange student? _____

31.1 Forming a Study Plan

Choosing a Study Setting Establish a study area that works well for you.

SUGGESTIONS FOR ESTABLISHING A STUDY AREA

1. Choose a quiet location.
2. Have good lighting.
3. Sit in a comfortable, upright chair.
4. Write on a flat, clear surface.
5. Equip the study area with all the supplies needed for studying.
6. Keep the area clean and neat.
7. Eliminate any distractions.

Scheduling Study Time Set up and use a study schedule to plan your work, family chores, and free time.

Exercise 1 **Evaluating Your Study Area.** Answer the following questions about your study area.

1. Where do you study? _____
2. a. How well lit is the area? _____
b. Describe any improvements you could make. _____
3. a. What tools do you have in your study area? _____
b. List any additional tools that you should have. _____
4. a. How neat is your area? _____
b. Describe any improvements you could make. _____
5. a. Is your study area free of distractions? _____
b. List any improvements you could make. _____

Exercise 2 **Making a Weekly Study Schedule.** In the space below, make a study schedule for the week. Use thirty-minute blocks of time. Start by blocking in all the activities that are already part of your day, such as after-school activities.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

31.1**Taking Notes**

Keeping an Organized Notebook Keep a neat, well-organized, and complete notebook.

TEN STEPS TO A WELL-ORGANIZED NOTEBOOK

1. Use a three-ring looseleaf binder, so you can remove, replace, and arrange your notes as necessary.
2. Keep a good supply of looseleaf paper in your binder, so you always have enough to take notes.
3. Use dividers to separate each subject in your notebook.
4. Keep all notes on the same subject in the section you have marked for that subject.
5. Label all notes by subject and write the date they were taken.
6. Rewrite any notes that are messy or hard to read, and throw away the messy copy when you are finished.
7. Use gummed reinforcements on any torn pages, so they do not fall out of your notebook.
8. Keep any tests or homework assignments in their subject section. They may be useful for future studying.
9. Include a special section to keep track of homework assignments, or keep a separate assignment book.
10. Place a copy of your class and study schedules on the inside front cover of your notebook for easy reference.

Exercise 1

Organize a Notebook. Answer the following questions about a notebook.

1. How should all notes be labeled? _____
2. In what way should the notebook be divided? _____
3. Where should you keep notes on the same subject? _____
4. What should you do with notes you no longer need? _____
5. Where should you record homework assignments? _____

Exercise 2

More Work With Organizing a Notebook. Follow the directions in Exercise 1.

1. Why is it important to use a three-ring looseleaf binder? _____
2. Why is it important to keep a good supply of paper in your binder? _____
3. What should you do with torn pages? Why? _____
4. What should you do with tests and assignments that have been handed back to you? Why? _____
5. What should you attach to the inside of the front cover of your notebook? Why? _____

31.2 Using the Library

The library contains extensive information in both print and electronic forms. To keep yourself focused as you look for books, list exactly the information you want to find.

Exercise 1 **Finding Information in the Electronic Card Catalog.** Answer the questions below, using the information in this electronic catalog screen.

AUTHOR: Cousteau, Jacques Y.
TITLE: The Silent World
PUBLISHER: New York: Nick Lyons Books, 1987
CALL NUMBER: 574.92
MATERIAL: Book
LOCATION: Stacks
STATUS: Available
250 p. ill.
NOTES: A history of Cousteau's deep-sea work and discovery.
SUBJECTS: Underwater exploration—Cousteau, Jacques

1. Who is the author of the book and what is it about? _____
2. What is the call number of the book? _____
3. Who is the publisher of the book? _____
4. How many pages does the book contain? _____
5. What keywords would you use to search for this book? _____

Exercise 2 **Library Scavenger Hunt.** Answer the following questions using reference books, the library catalog, databases, the Internet, or the stacks. Decide where to look, and then, when you have found the answer, write it in the space provided.

1. What is the first step you would take to locate this novel on the shelves: *The Red Pony* by John Steinbeck? _____
2. Number these works of fiction in the order in which you would find them on the shelves.
_____ a. *A Tale of Two Cities* _____ c. *Frankenstein* by Mary Shelley
by Charles Dickens
_____ b. *Kim* by Rudyard Kipling _____ d. *The Call of the Wild* by Jack London
3. When and for how much was Alaska purchased from Russia? _____

4. If you were driving from northern to southern Italy, in what order would you arrive at the following cities: Firenze (Florence), Milano (Milan), Napoli (Naples), Roma (Rome)? _____

5. Using *The World Almanac*, where is the National Baseball Hall of Fame and Museum, and when was it dedicated? _____

6. Who said it was "Greek to me"? _____

7. Using the *Oxford Classical Dictionary*, find out who the Harpyiae were, what they looked like, and what they did. _____

8. What biographies are available on Sir Arthur Conan Doyle, Aaron Copland, and Eudora Welty? Which are biographies and which are autobiographies?
- a. Copland _____

- b. Doyle _____

- c. Welty _____

9. Using an Abbreviations Dictionary, find the meaning of B.N. _____
10. Using an index to poetry, find the answers to the following questions
- a. Who wrote the poem titled "Nothing Gold Can Stay"? _____
- b. Which poem begins "Once upon a midnight dreary, while I pondered, weak and weary"? _____
11. Using *Who's Who in America*, where was Richard Donner born, and what are the names of three films he directed? _____

12. Without using an encyclopedia, find the area of New Zealand. _____

31.2**Using Periodicals and Periodical Indexes**

Periodicals Use periodicals to find accurate, up-to-date information. The most useful index to periodicals is *The Readers' Guide to Periodical Literature*. *The Readers' Guide* indexes magazine articles according to the author and subject. Main entries are listed in alphabetical order.

INFORMATION FOUND IN A READERS' GUIDE ENTRY

1. Title of article
2. Author of article
3. Illustrated or not
4. Magazine title
5. Volume number
6. Page numbers
7. Date

Exercise 1 **Interpreting *The Readers' Guide*.** Look at the following entry from *The Readers' Guide* and answer the questions below.

TRAVEL LITERATURE

The pleasures and perils of travel writing
C. Wakefield. Writer 98:26-7 Dec '01.

1. What is the main subject? _____
2. What is the title of the article? _____
3. Who is the author? _____
4. In what magazine does the article appear? _____
5. Is the article illustrated? _____

Exercise 2 **Using *The Readers' Guide*.** Look up one of the following subjects in *The Readers' Guide*. Then, answer the questions below.

Subjects: The Superbowl, Acid Rain, Brazil, Aging

1. What is the date on *The Readers' Guide* that you used? _____
2. What subheadings are listed under the topic? _____

3. What cross-references are listed? _____
4. Write the title of one article listed under your topic. _____

5. Write the name and date of the periodical in which the article in item 4 can be found. _____

31.2

Using the Dictionary

Using Main Entries Learn to recognize and use the different kinds of information contained in a main entry.

INFORMATION COMMONLY FOUND IN MAIN ENTRIES		
spelling	pronunciation	definitions
syllabification	part-of-speech labels	derived words synonyms

Exercise 1

Understanding Main Entries. Look at this main entry and answer the following questions.

mel o dy (mel' ə dē) *n.*, *pl. -dies* (Gr *melōidia*, choral song) **1** *a)* pleasing succession or arrangement of sounds *b)* musical quality **2** *Music a)* a sequence of single tones *b)* the structure of music with respect to the succession of single tones *c)* the leading part in a composition
—**melodic** (mə lād'ik) *adj.*

- How many syllables are in *melody*? _____
- Which syllable is stressed? _____
- What part of speech is *melody*? _____
- List two definitions for *melody*. _____

- Write a word derived from *melody* and the word's part of speech. _____

Exercise 2

Using a Dictionary. Use a dictionary to answer these questions.

- What is the meaning of *serendipity*? _____

- How many syllables are in *literature*? _____
- What are two plural forms of *Eskimo*? _____
- What is a synonym for *scarce*? _____
- List two words derived from *lobby*. _____
- List two parts of speech for *mistrust*. _____
- What is a definition for *phobia*? _____
- How many syllables are contained in *misdemeanor*? _____
- List three synonyms for the verb *lift*. _____
- Write a word that is derived from *haughty*. _____

31.2

Using Other Print and Electronic References

Special Reference Sources The following resources will help you in your studies.

- Use encyclopedias—on-line, printed books, or CD-ROMs—for basic facts, background information, and bibliographies.
- Use almanacs, printed books, CD-ROMs, or the Internet to find specific facts about a variety of information.
- Use print or CD-ROM atlases to find information about countries, parts of countries, and bodies of water.
- Use special dictionaries to find definitions and other information about one subject.
- Use special encyclopedias to find detailed information about a subject.
- Use biographical reference books to find information about people.

The Internet The Internet can be another useful reference source. While researching on the Internet, you may view text, graphics, and sometimes audio or video displays. However, not all information on the Internet is accurate or reliable. Remember to critically evaluate the Web sites that you visit and the information you find there.

Exercise 1 **Finding Information in General Reference Books.** In the space at the right of each item below, write the general reference book where the information is most likely to be found.

EXAMPLE: a list of the world's greatest volcanic eruptions almanac

1. a map of the Caribbean islands _____
2. a brief history of the automobile _____
3. a list of Nobel Prize winners _____
4. a map of U.S. climate zones _____
5. the locations of towns and cities in Louisiana _____

Exercise 2 **Internet Search.** Find the answers to the following questions on the Internet by using the sources given or a search engine.

1. Using Columbia University's Biosphere 2 Center Web site, *www.bio2.edu*, describe the kind of trees you see displayed along the coral reefs in the panoramic virtual tour. _____
2. What famous Leonardo da Vinci painting is featured on the official Web site for the Louvre Museum in Paris, France? _____
3. Imagine you are planning a trip to Quebec City, Canada. Go to the city's Web site. Then, name three well-known tourist sights you might see while you are there. _____
4. Using the Web site for the Library of Congress's American Memory Collection, find out the name on the side of the newspaper in the movie *Delivering Newspapers*. _____
5. Go to *www.miamisci.org/hurricane/howhurrwork.html* to complete the following sentence. Hurricanes are formed over warm _____ oceans when the right combination of heat, moisture, and wind conditions occurs.

31.3

Answering Different Types of Test Questions

You will encounter a variety of types of questions on tests that you take, whether they are classroom tests or standardized tests. Practice with the different types of questions will give you confidence about taking tests.

The following tips will also help you succeed on tests:

- Review the test when you first receive it.
- Read each question twice.
- Answer all the questions that seem obvious to you.
- Do the harder questions, but guess at them only if you won't lose points for wrong answers.
- Try not to reconsider your first answer.

Exercise 1

Multiple Choice. Write the letter of the correct answer in the space provided.

1. On every page of the test, you should include _____.
 - a. the page number
 - b. your teacher's name
 - c. your name
 - d. the subject of the test
2. After you've completed the test, you should _____.
 - a. hand it in
 - b. make sure you've answered all the questions you can
 - c. reconsider the harder questions
 - d. reconsider all the questions
3. If you lose points for incorrect answers, you should _____.
 - a. guess at them
 - b. complete them only if you're sure of the answer
 - c. spend most of your time on the harder questions
 - d. reread the question until you know the answer
4. If you are allowed to write on the test paper, you should _____.
 - a. eliminate the obviously incorrect answers
 - b. look for the answers on another page of the test
 - c. write down how the questions relate to your life
 - d. rewrite all the previous answers to find a pattern
5. If you are sure of the answer before looking at the choices, you should _____.
 - a. spend your time reading all the choices
 - b. reconsider your answer
 - c. skip the question
 - d. select that choice

Exercise 2

True/False. On the line, write *T* if the statement is true and *F* if the statement is false.

1. Words like *much*, *many*, and *generally* will often make a statement true. _____
2. Words such as *always*, *never*, and *all* will usually make a statement false. _____
3. The best time to study is right before the test. _____
4. The word *not* often changes the entire meaning of a statement. _____
5. A statement can sometimes be both true and false. _____

Exercise 3

Matching. Write the letter of the correct match on the line.

- | | | |
|----------|-----------------------|-----------------------------|
| 1. _____ | analogy | a. a statement |
| 2. _____ | true/false | b. a relationship |
| 3. _____ | multiple choice | c. a selection from a group |
| 4. _____ | fill-in | d. a summary |
| 5. _____ | reading comprehension | e. an answer |

Exercise 4

Analogy. Write the letter of the correct answer on the line.

1. TELEPHONE : VOICE :: COMPUTER : _____
a. brain c. fingers
b. mouse d. screen
2. ACTOR : STAGE :: PILOT : _____
a. airport c. air traffic control tower
b. plane d. cockpit
3. HUSBAND : WIFE :: MAN : _____
a. male c. woman
b. lady d. bride
4. WATER : OCEAN :: SAND : _____
a. mountains c. wind
b. waves d. desert
5. ELECTRICITY : VACUUM :: GASOLINE : _____
a. car c. sailboat
b. bicycle d. skateboard

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